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ABSTRACT

The project (1) reviewed the standards of the National Study of School Evaluation for residential schools for the visually handicapped, (2) identified additions appropriate to day programs for the visually handicapped, and (3) developed a guide to help school districts evaluate the effectiveness of their programs for the visually handicapped in light of program evaluation requirements of Public Law 94-142, The Education for All Handicapped Children Act. During phase 1, 42 special teachers in four states responded to a survey on the appropriateness of the existing evaluation instruments for day school programs. In the second phase additional recommendations were solicited from 105 teachers with emphasis on effects of degree of vision and level of intellectual functioning. Results of phase 1 indicated a high level of satisfaction with the existing instruments, while phase 2 showed that most curricular areas were judged to be appropriate for both pupils with no vision and those with some useful vision. On the basis of the findings, a self study and evaluation guide (for day school programs) with the following sections was developed: instructions, philosophy and objectives, program and community profile, the plan for learning experiences, instructional areas offered to all pupils, special instructional areas and techniques, nonacademic areas, and an evaluation summary. Appendixes to this report include the phase 1 and 2 instruments, the initial letter and instructions, and lists of suggested curricular areas. (PHR)

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The Modification of Self-Study Instruments for Use in Day Programs for the Visually Handicapped

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Final Report

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CHAPTER I

INTRODUCTION

Professionals working with the blind and the visually handicapped have long been interested and active in developing standards for school and agency programs in order to provide guidelines for program evaluation. In 1966, the Commission on Standards and Accreditation of Services for the Blind (COMSTAC) completed its charge to develop standards in five areas of administration and seven fields of service, including education. The results were published in THE COMSTAC REPORT: Standards for Strengthened Services, 1966.

The work of the Commission was continued by its successor, the National Accreditation Council of Agencies Serving the Blind and Visually Handicapped, (NAC). The major thrust of NAC during its early years was directed toward developing instruments which would serve as guides for the self-study and subsequent on-site review required of schools and agencies applying for accreditation from NAC.

The instrument translating the standards for education into a guide for residential schools, Self-Study and Evaluation Guide for Residential Schools, (NAC, 1968), was completed in 1968 (Scholl, 1969). This guide was patterned after Evaluative Criteria: Third Edition, (N.S.S.S.E., 1960), and is used by the National Accreditation Council of Agencies Serving the Blind and Visually Handicapped (NAC) in their accrediting process for residential schools.

It is currently being revised to meet the needs of the changing population of visually handicapped children now enrolled in residential schools.

Since the publication of this Guide, there has been increasing interest in developing similar materials for use in educational programs for the more than three-fourths of the visually handicapped population between the ages of 5 and 19 who are currently enrolled in public and private day school programs. Additional interest in having standards and a self-study and evaluation guide available is resulting from the growing concern of educators for the visually handicapped that the implementation of P.L. 94-142 may have a detrimental effect on pupils being educated in public schools because the curricular areas which are unique to meet their needs may be neglected in the emphasis on "appropriate" programs (Hapeman, 1977).

Further, the emphasis on mainstreaming may be interpreted by some educators as a regular class placement without additional assistance. The unique needs of visually handicapped children require that specialized instruction in selected areas is necessary to assure a quality educational program.

The purpose of this project was to review the four documents of the National Study of School Evaluation (Evaluative Criteria, Fourth Edition; Secondary School Evaluative Criteria: Narrative Edition; Junior High School/ Middle School Evaluative Criteria and Elementary School

Evaluative Criteria) to determine what of the content is relevant for day programs for the visually handicapped; to identify what needs to be added; and to develop a supplement or special guide which can be used by school districts offering such programs for visually handicapped pupils to evaluate their effectiveness.

The project would be coordinated with the NAC revision of the Self-Study and Evaluation Guide for Residential Schools, (1968) and with an American Foundation for the Blind project on standards (Spungin, 1977).

The resulting guide would be used in draft form during 1977-78 by those who participated in the project and others who have expressed an interest in doing so.

The project was conducted in three parts or phases: reviewing the existing documents, determining areas to be added, and developing the guide itself. Activities related to the first two phases are described in the following chapter; results of data collected during these two phases are presented and discussed in Chapter III; activities related to the third phase are described in Chapter IV.

CHAPTER II

METHOD

Preliminary Activities

Immediately prior to the initiation of this project, the Standards Committee of the Association for Education of the Visually Handicapped (AEVH) with headquarters in Philadelphia undertook a study, to which the project director was a consultant, to identify what is needed over and above the typical school curriculum to provide a quality program for visually handicapped students being educated in regular schools.

A Survey Form (Appendix A) was developed and distributed to teachers in order to solicit opinions concerning specialized curricular areas for visually handicapped pupils (Papineau, 1976). Responses were received from 42 teachers employed in various school districts from the states of Wisconsin, Maryland, Texas, and Florida.

On the basis of data obtained from this form, 18 unique curricular areas were identified as follows:

Abacus

Braille
-skills
-readiness

Optacon Training

Auditory Aids Training

Physical Education
-gross to fine motor
-movement
-rhythm and games

Vocational Training

Typing

Visual Efficiency Training

Sensory Awareness Training

Map Reading

Reference Material Skills

Concept Development
-spatial relations
-categorization
-identification

Leisure Time Activities
- Recreation

O & M Training -safety awareness	Human Sexuality
	Social Skills
Daily Living Skills	Communication Skills -speech -handwriting

These areas were used for Phase II of the present study, which is described below.

Phase I: Review of Existing Guides

The purpose of this phase was to assess the extent to which existing guides published by the National Study of School Evaluation and used by some regional accrediting bodies in the evaluation of regular schools are appropriate for day school programs for visually handicapped pupils. This review would test the assumption that school programs for such pupils should include the full range of experiences provided normal pupils.

The first step in this process was to select the more appropriate guide from the two published by the National Study of School Evaluation for the secondary level: Evaluative Criteria: Fourth Edition and Secondary School Evaluative Criteria: Narrative Edition. After reviewing both guides and discussing the merits of each with school personnel who were familiar with both, The Secondary School Evaluative Criteria: Narrative Edition was selected as being more appropriate for this project for two reasons: 1) the similarity of format to the other two guides (Junior High School/Middle School Evaluative Criteria and Elementary School Evaluative Criteria) would

make it the more consistent document for teachers to use since many work with pupils at two or more levels and would be using two or more guides during any program review and 2) its more flexible format makes it especially appropriate for the diverse schools which conduct programs for visually handicapped pupils.

To guide teachers in the review of the three documents during Phase I, a Reaction Form was developed for each. (See Appendix B) These three forms were similar in that they directed the attention of the respondents to specific sections of each guide. A set of instructions was developed to outline the purpose of the project and suggest a procedure to review the documents. (Appendix B)

Since both phases were conducted simultaneously, the procedure is described in a later section.

Phase II: Additional Areas

The purpose of Phase II was to refine data obtained prior to the initiation of the project from the preliminary study summarized in the first section of this chapter. The 42 teachers had identified 18 curricular areas which should be included in educational programs for visually handicapped pupils. The purpose of this phase was to obtain information from additional groups of teachers regarding the relevance of degree of vision and level of intellectual functioning for each curricular area.

An adaptation of the Survey Form used in the prelimi-

nary study was developed for this second phase. (See Appendix C). A separate form was devised for each of the three levels although only minor modifications were necessary. The 18 subject areas identified during the preliminary part of the project were filled in for each of the three levels. Additional blank forms were included in each packet so that teachers could identify other curricular areas should they wish to do so. A set of instructions was developed for these instruments outlining the objectives of Phase II and a suggested procedure for completing the instruments. (Appendix C)

Procedure

A letter was sent to eight directors (supervisors or coordinators) of programs for the visually handicapped requesting their cooperation in the study. (See Appendix D) Affirmative responses were received from six. The two who were unable to participate indicated that pressures from implementing mandatory special education legislation in their respective states precluded their being able to cooperate.

A packet of materials was sent ot each director. This packet included: a set of general instructions (See Appendix D); the instructions, instruments, and a copy of each of the three Evaluative Criteria for Phase I; and the instructions and instruments for Phase II.

At the invitation of one state coordinator the project director visited that state to conduct the study as

part of an in-service education institute for all teachers of the visually handicapped in that state.

The results are discussed in the next chapter.

CHAPTER III

RESULTS AND DISCUSSION

Phase I

The purpose of Phase I was to determine whether the three currently used guides: Elementary School Evaluative Criteria, Evaluative Criteria: Junior High School/Middle School; and Secondary School Evaluative Criteria: Narrative Edition were appropriate for assessing educational programs for visually handicapped pupils K-12. Teachers as a group in each of the six sites completed the instruments designed for this phase (Appendix B). The number of teachers at each level were: 35 elementary, 34 junior high/middle school, and 36 high school for a total of 105 teachers. Data from the six Reaction Forms were recorded directly into a master copy for each of the three guides. This instrument requested subjective information and the majority reactions are summarized by section for each level.

Elementary School Evaluative Criteria

School and Community. There was general agreement that the tables for recording data on Student Enrollment, Stability of Student Population, Information Regarding Parents, and Population and Enrollment Data for the School District were not useful or appropriate for visually handicapped pupils.

Philosophy, Objectives, and Commitments. There was almost unanimous support (5 sites) for having a separate

statement prepared for the program for visually handicapped pupils.

Design for Learning. This section was viewed by all as being appropriate. Teachers in one site recommended that information be requested on "provisions made for updating teachers' education."

Areas of Learning. This section was viewed as being appropriate by all. Additional learning areas were suggested and these will be discussed under Phase II. One district suggested that the extent to which all available media resources are utilized be described rather than restricting the answer to those "within the school." This is appropriate since teachers for the visually handicapped do have access to a number of state/regional/national instructional media services not ordinarily used by regular teachers.

School Staff and Administration. All sites agreed that this section was appropriate. Teachers in one site suggested that the professional staff of the state, region or other districts be included since specialized personnel outside a district are often utilized to meet the specialized needs of a particular pupil.

Learning Media Services. There was general agreement that this section was appropriate. Teachers in one site suggested that all media services for the visually handicapped should be included. (See Areas of Learning above)

Pupil Services. All agreed that this section was appropriate. Teachers from one site suggested that school

guidance personnel be aware of vocational guidance procedures appropriate to the handicapped and more specifically the visually handicapped.

School Plant and Facilities. There was unanimous agreement that this section was appropriate.

Junior High/Middle School Evaluative Criteria

School and Community. Teachers from three sites viewed the tables on Student Enrollment, Stability of Student Population, Age-Grade Distribution, Mental Ability, Withdrawals, Information Regarding Parents and School District Population and Enrollment Data as being inappropriate. They suggested that information about transportation be added in the section describing the Community.

Philosophy and Objectives. Teachers in three sites suggested that a separate statement be prepared for programs for the visually handicapped.

Major Educational Commitments. There was concensus that this section was appropriate.

Design of Curriculum. Teachers in all sites agreed that this section was appropriate.

Subject Areas. Comments regarding this section were limited to suggestions for additional curricular areas.

Student Activities Program. There was unanimous agreement that this section was appropriate.

Learning Media Sources. Teachers suggested that resources for the visually handicapped be included.

Student Services. There was general concensus that

this section was appropriate.

School Staff and Administration. There was agreement that this section was appropriate.

School Plant and Facilities. There was unanimous agreement that this section was appropriate.

Secondary School Evaluative Criteria: Narrative Edition

School and Community. Tables requesting data on Student Enrollment, Stability of Student Population, Age-Grade Distribution, Mental Ability, Ethnic Characteristics, Education Intentions, Withdrawals, Information Regarding Students, Parents and School District Population and Enrollment Data were not considered appropriate or necessary. One group of teachers suggested a parent opinion poll as a mechanism to determine Community Climate.

Philosophy, Objectives and Priorities. There was general agreement (4 out of 6 sites) that a separate statement be prepared for the program for visually handicapped pupils. One group suggested that the statement as it appears in this document be modified to include a description of how regular teachers are made aware of the needs of visually handicapped pupils in the regular classroom.

Design of Curriculum. There was agreement that this section was appropriate.

Instructional Areas. Teachers were in agreement that this was an appropriate section.

School Staff and Administration. This section was considered appropriate.

Learning Media Services. This section was considered appropriate; teachers suggested that the special media resources for the visually handicapped be included.

Student Personnel Services. Teachers agreed that this section was appropriate.

Student Activities Program. This section was considered appropriate. One group suggested that the Principles include a statement that a variety of activities be available for special populations.

School Plant and Facilities. Teachers at all sites considered this section appropriate.

Summary

The following guidelines emanate from the comments submitted by the teacher-reviewers:

1. There was general agreement that data requested for some of the tables included in the sections designed to describe the School and Community are not appropriate for programs for the visually handicapped. These include Student Enrollment, Stability of Student Population, Age-Grade Distribution, Information Regarding Parents, and School District Population and Enrollment Data. At the upper two levels, there was concern about the appropriateness of requesting data on Mental Ability and Withdrawals for this population.

2. There should be a separate statement of Philosophy and Objectives prepared for the program for visually handicapped pupils.

3. Media Services should include those specialized resources available for the visually handicapped.

4. In general, the remaining sections of all three guides appeared to be appropriate.

Results obtained during this Phase were expected to provide guidance in the preparation of the self-study and evaluation instrument. The general level of satisfaction of the teachers with the three guides supported the view that a supplement should be prepared that would include sections on School and Community, and Philosophy and Objectives, the two sections found to be least appropriate in addition to sections for the specialized curricular areas for the visually handicapped.

Phase II

The purpose of Phase II was to obtain additional information from the teachers regarding the 18 curricular areas that should be included in educational programs for visually handicapped pupils. (See Appendix E) The instrument developed for this Phase asked teachers to indicate on two dimensions: degree of vision and level of intellectual functioning, the appropriateness of that curricular area. (Appendix C) There was a fair degree of unanimity among the teachers. Data obtained will be presented under these headings: General, Degree of Vision, and Level of Intellectual Functioning.

General Findings

Six subject areas are clearly seen by the teachers

as vitally important inclusions in day school programs for all or almost all visually handicapped pupils: Daily Living Skills, Leisure Time Activities, Physical Education, Sensory Awareness Training, Social Skills, and Visual Efficiency Training (if feasible).

Figure 1 shows the responses of the teachers in graphic form. The severely retarded group was seen as slightly less needful of training in Daily Living Skills and Leisure Time Activities.

For nine curricular areas there was a decline in the need for the subject area parallel with the decline in intellectual functioning of the pupils. These areas are shown in Figure 2 and 3. They are: Concept Development, Human Sexuality, Map Reading, Orientation and Mobility, Reference Material Skills, Vocational Training, Braille, Optacon, and Typing. For all areas there was a more dramatic decline for the severely retarded group.

Teachers were surveyed by three educational levels: Elementary, Junior High/Middle School, and Secondary School. Responses to the 18 suggested curricular areas were not significantly different for these three levels in the subjects Abacus, Braille, Optacon, and Map reading either in the need for the subject or in the intellectual functioning groups for whom these subjects would be appropriate.

At the elementary school level, the curricular areas concerned with personality development and social growth

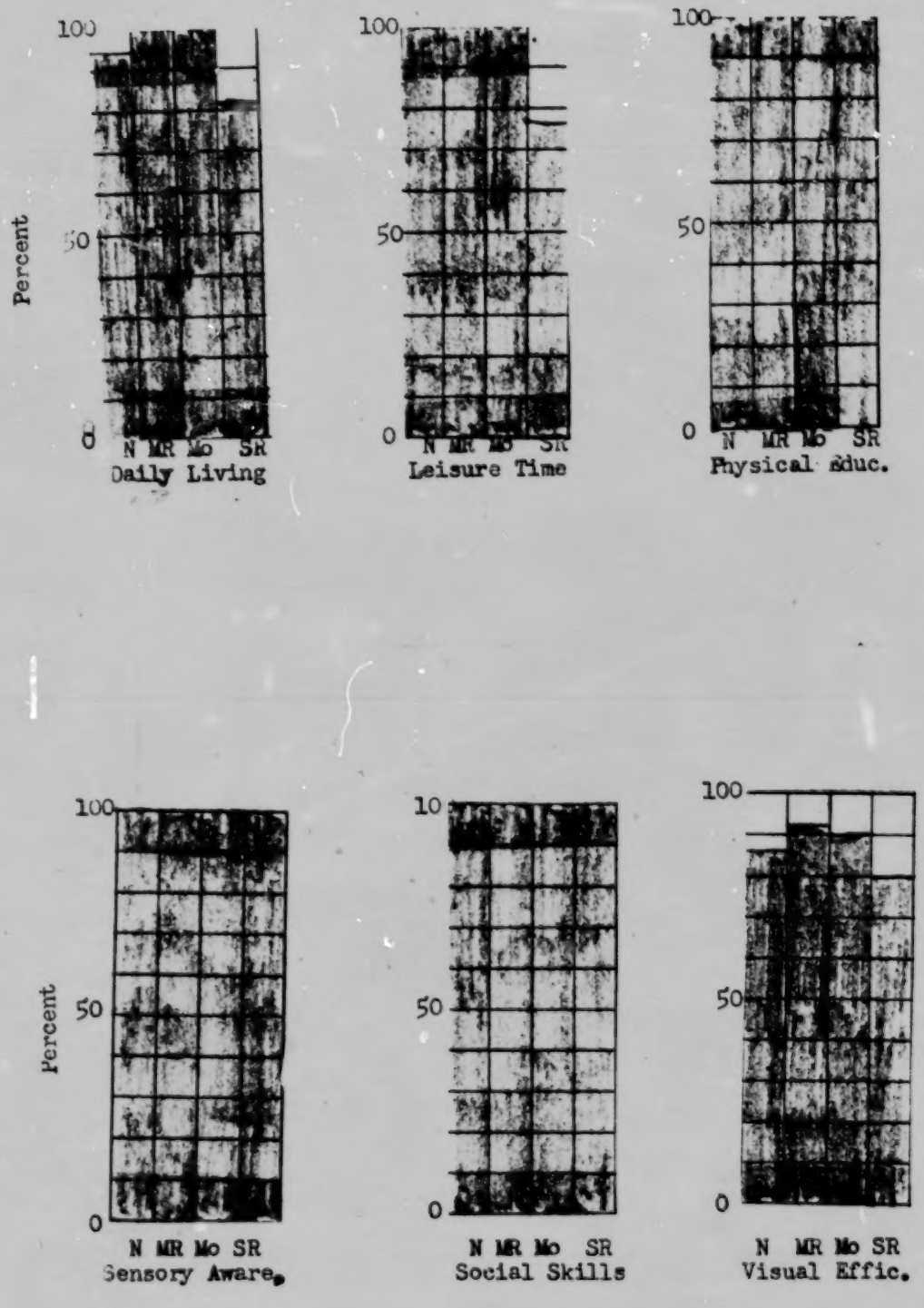

Fig. 1. Percent of teachers who indicated subject areas as appropriate for various ability levels.

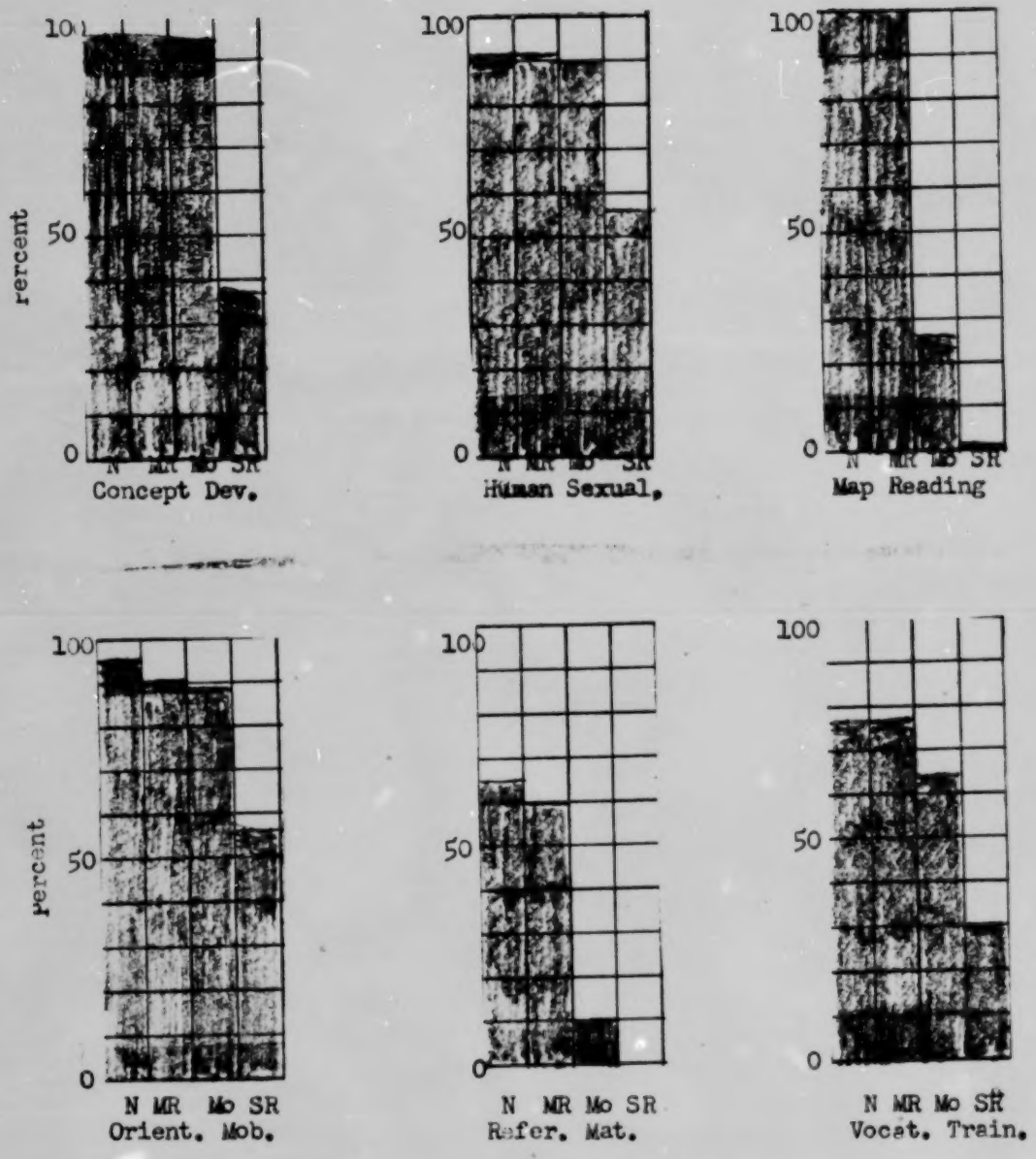

Figure 2. rercent of teachers who would introduce six subject areas to pupils of varying levels of intellectual functioning.

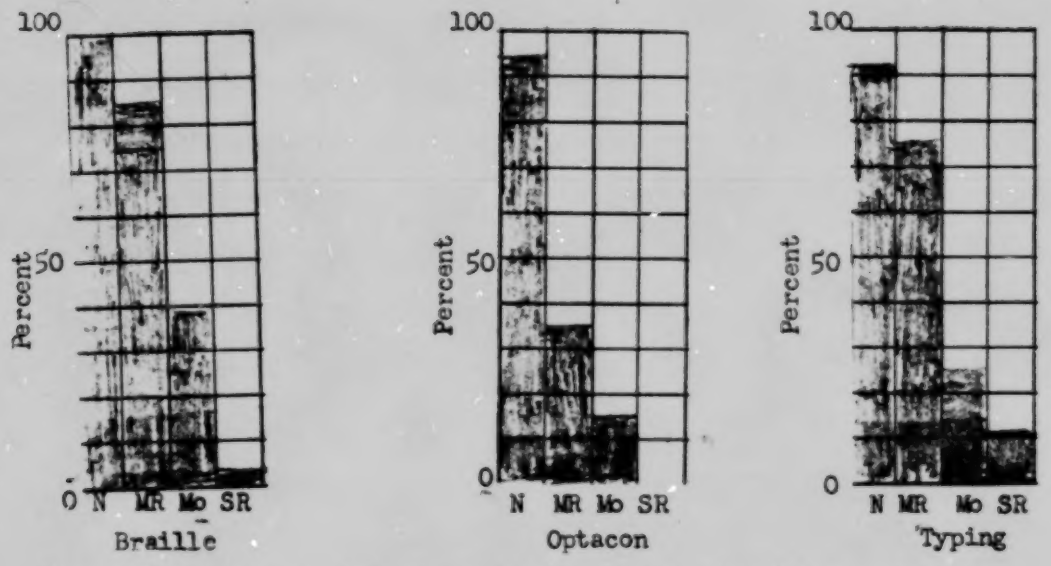

Figure 3. Percent of teachers who would introduce three subject areas to pupils of varying levels of intellectual functioning.

were advocated for all students. These included Sensory Awareness Training, Daily Living Skills, Leisure Time Activities, Physical Education, and Social Skills. The subject areas which received higher ratings for appropriateness at junior high/middle school and secondary levels were Typing, Reference Material Skills, and Vocational Training (career education). We were unable to interpret the responses to the curricular area entitled, "communication skills", for the elementary school level, but the responses pertaining to the upper grades advocated inclusion of communication skills into the curriculum for all intellectual functioning groups.

Interestingly enough, the severely mentally retarded were included frequently into the population which should receive training in the curricular areas of Concept Development, Human Sexuality, Orientation and Mobility Training and Vocational Training. (See Figure 2)

Degree of Vision

Visually handicapped pupils are typically divided into two categories: those who have sufficient vision to be useful to them in their daily lives and those who do not have useful vision. By and large, most of the curricular areas submitted to the teachers for evaluation were applicable to both categories: Communication Skills, Concept Development, Auditory Training, Daily Living Skills, Human Sexuality, Leisure Time Activities, Map Reading, Orientation and Mobility Skills, Physical Education, Reference Material Skills, Sensory Awareness, Social Skills,

Typing, and Vocational Training. One curriculum area, Visual Efficiency Training, would appear to be reserved for pupils with useful vision, but as Figure 4 shows, a few teachers felt this should be taught to those without useful vision as well. Apparently, some teachers view any amount of vision, no matter how restricted, as possibly responding to training, especially for the low functioning pupil.

Three other areas, Braille, Optacon training, and Abacus, seemed appropriate for only those students with no useful vision. As shown in Figure 4, however, a few teachers would also instruct pupils with useful vision in braille. The abacus is viewed as a useful tool for those with useful vision as well as those with no useful vision.

In general, the responses from the curricular area survey indicate a homogeneity of educational treatment for visually handicapped pupils regardless of the degree of visual loss. Teachers tended to see all areas as necessary and relevant for all pupils.

Level of Intellectual Functioning

Pupils with normal intellectual functioning were the most frequent benefactors of all the curricular areas proposed for programs for the visually handicapped. Ninety-five percent of the teachers suggested that these 18 subject areas be incorporated into the elementary school program for visually handicapped pupils of normal intellectual functioning.

Although teachers considered mildly retarded visually

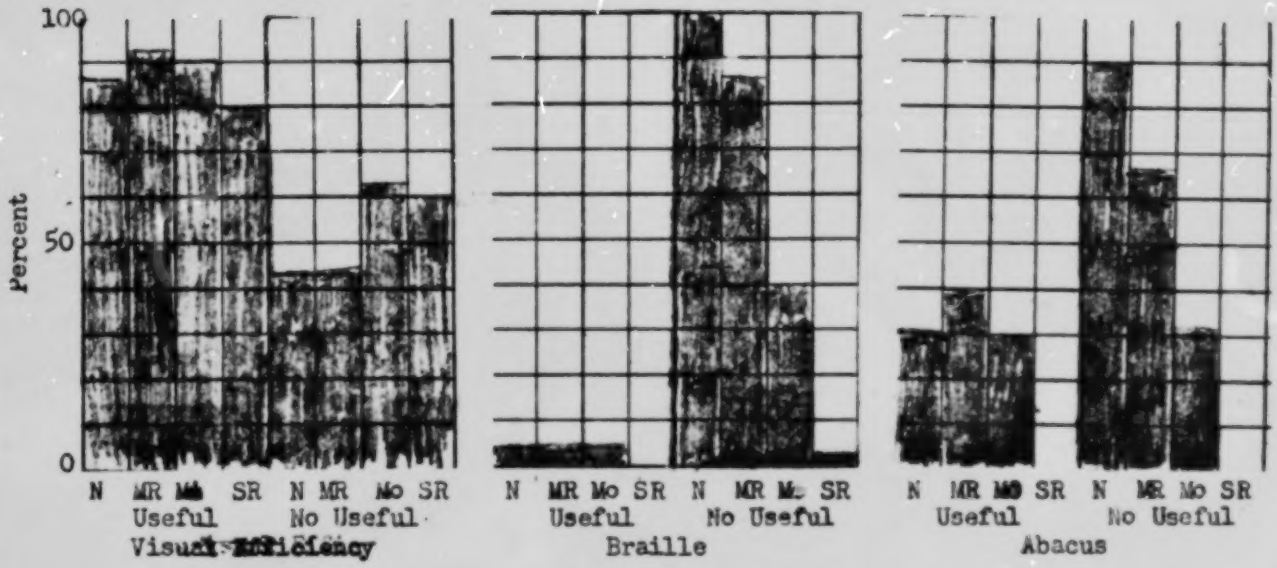

Figure 4. Percent of teachers who would introduce training in visual efficiency, braille and abacus by degree of vision and level of intellectual functioning of pupils.

handicapped pupils as appropriate recipients for training in most subject areas, there was a discrepancy between the more "academic" subjects (Braille, Abacus, Optacon, Reference Material, and Typing) and the personal and social training. Everyone agrees that this group will benefit from the introduction of training in personal and social subject areas as early as possible in the elementary school years, but they do not strongly advocate nor agree upon the time to introduce the "academic" subject area nor the applicability of some curricular areas at all. (See Figures 1 and 2)

The category of moderately retarded shows an even smaller percentage of teachers who would introduce some of the "academic" curricular areas in elementary school and fewer teachers who think some areas appropriate at all. For instance, only 31 percent of the teachers would introduce the abacus, 14 percent the Optacon, 11 percent map reading skills, and 17 percent typing to pupils functioning at this level. (See Figure 4)

The fourth group, designated as severely retarded, are not very likely candidates for many of the curricular areas whether they have some useful vision or not. Areas where this group is considered to be equally appropriate for educational training in the elementary school are: Daily Living Skills, Leisure Time Activities, Physical Education, Sensory Awareness Training, Social Skills, and Visual Efficiency Training (if there is some useful vision). Figure 3 depicts the radical difference between the severely

retarded and the other three groups in terms of the teachers' willingness to introduce three curricular areas, braille, Optacon and typing, in the elementary grades. Figure 5 shows the percent of teachers at the three levels who would introduce four curricular areas: Human Sexuality, Concept Development, Vocational Training and Orientation and Mobility, to the severely retarded group.

Summary

The following statements summarize the results of the Phase II data:

1. In general, teachers of the visually handicapped felt that the special curricular areas should be introduced early in elementary school or even in kindergarten and continue throughout junior high/middle school and secondary school.

2. Only auditory aids training, communications skills, and human sexuality curricular areas received very diverse advocacy ratings. Auditory aids training was considered important only for those pupils with no useful vision by relatively few teachers, whereas other teachers considered it equally important for those with useful vision. Communication skills also received ambiguous ratings of importance, and some teachers thought it should be taught by departments in the school rather than by the special teacher. The teaching of human sexuality is still a controversial area, and the judgments of how soon it should be taught and to whom may reflect to some extent the teachers' per-

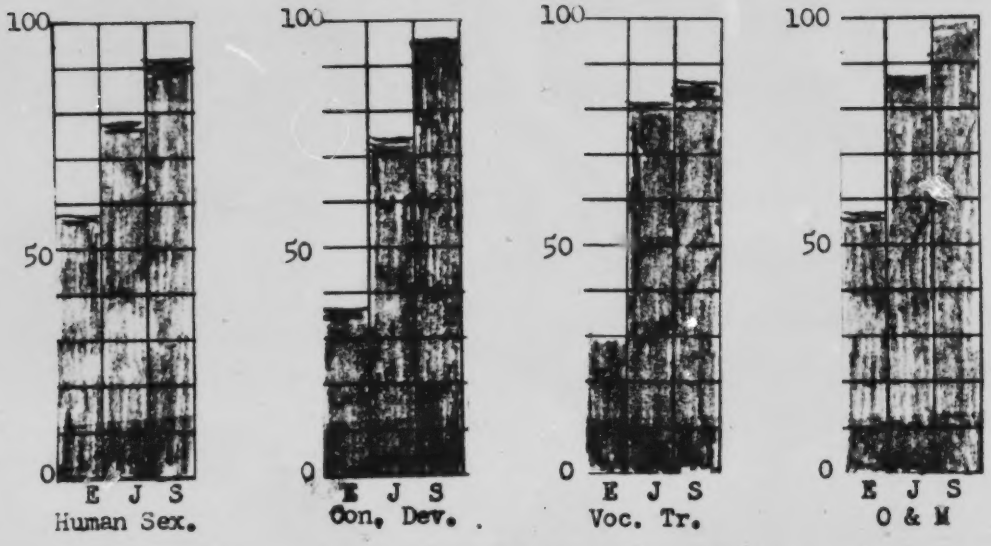

Figure 5. Percent of teachers who would introduce four subject areas to pupils in the severely retarded range of intellectual functioning.

sonal biases.

3. For the most part, the only subjects considered to be exclusively the purvue of teachers of the visually handicapped were abacus, braille, Optacon (for students with no useful vision), and visual efficiency training. The rest of the special curricular areas received mixed opinions about whether they should be taught by teachers of the visually handicapped or regular teachers or both. Some teachers felt that teaching human sexuality was the responsibility of the parents.

4. There is no evidence that any curricular areas should be taught for some period of time; i.e., until proficiency is achieved. This is somewhat surprising in light of the fact that reading is not taught as a curricular area for regular students beyond elementary school, whereas braille was advocated through secondary school.

5. Many of the curricular areas submitted to the teachers for evaluation are broad and amorphous, and some school districts suggested modifications or alternatives.

CHAPTER IV

PREPARATION OF THE GUIDE

With the guidance obtained from results described in the foregoing chapter, a self-study and evaluation guide for day school programs was prepared. The intent and format of Evaluation Guidelines for Multicultural-Multiracial Education (NSSE, 1973) was followed in general: that is, to prepare a guide that could be used in concert with the other instruments published by the National Study of School Evaluation or as an independent evaluation of a specific component. Material from the National Accreditation Council documents being revised for the residential school guide were used where appropriate, as were selected sections of the three instruments published by the National Study of School Evaluation.

The open narrative format used by the National Study of School Evaluation was used rather than the standards format of the NAC instruments. Open-ended questions seemed more appropriate for the variety of programs that are available in day schools. Sections D - G followed a format that is more similar to the N.S.S.E. instruments. The subsections were titled: Introduction, Nature of the Program, Evaluation, and Programming for Improvement.

The following summarizes the content and sources of the various sections of this Guide.

Section A: Instructions

This section includes a brief introduction, a descrip-

tion of how the Guide is organized, and suggestions for how the Guide may be used: as a part of the self-evaluation conducted for accreditation by one of the regional accrediting agencies or by the National Accreditation Council, or as an instrument used independent of accreditation.

Section B: Philosophy and Objectives

The major resource for the content of this section was the Field Test Draft of the NAC Self-Study and Evaluation Guide: School and Philosophy Profile. Because some teachers during the Phase I collection of data indicated the need for regular education personnel to be cognizant of needs of visually handicapped pupils, questions and items relevant to this concern were added.

Section C: Program and Community Profile

The major resource for content included in this section was the Field Test Draft of the NAC Self-Study and Evaluation Guide: School and Philosophy Profile.

Section D: The Plan for Learning Experiences

Content was drawn from the three N.S.S.E. documents and the NAC draft of Self-Study and Evaluation Guide: Curriculum Planning and Evaluation. The needed areas of study as included in the three tables were derived from Phase II results and from materials provided by the teachers from Minnesota who participated in the study. The rules and regulations of P.L. 94-142, Education of All Handicapped Children Act, were consulted as they pertained to content

for this section.

Section E: Instructional Areas Offered to All Pupils

Section F: Special Instructional Areas and Techniques

Section G: Nonacademic Areas

These three sections follow a similar format: Introduction, Nature of the Program, Evaluation, and Programming for Improvement. The latter two are common to all three. Nature of the Program is sub-divided as follows: Planning and Organization; Instructional Areas, which includes Instructional Content and Instructional Activities; Instructional Staff; Facilities, Materials, and Equipment. Content for all three sections was drawn from the three N.S.S.E. documents and the NAC drafts of Self-Study and Evaluation Guides for Academic Program, Program for Independent Living, Leisure Education, Educational Resources Program, Health Services, and Educational Diagnostic and Counseling Services.

CHAPTER V

SUMMARY AND CONCLUSIONS

P.L. 94-142, the Education for All Handicapped Children Act, mandates that special education programs and services develop a system for program evaluation. At the present time, instruments appropriate to evaluating day programs for visually handicapped pupils are lacking. This project was undertaken to meet that need.

The preliminary part of the project was devoted to identifying the specialized areas needed in the instructional program for visually handicapped pupils to participate to the maximum extent possible in the regular school curriculum. As a result of responses to a survey from 42 teachers in four states, 18 special techniques/materials and curricular areas were identified. The project itself was conducted in two phases. Phase I was designed to obtain reactions of teachers of visually handicapped pupils to three evaluation instruments published by the National Study of School Evaluation: Elementary School Evaluative Criteria, Junior High/Middle School Evaluative Criteria, and Secondary School Evaluative Criteria: Narrative Edition. Teachers were asked to indicate to what extent these guides were appropriate for evaluating day school programs. Phase II was designed to solicit additional information from the teachers concerning the specialized areas needed in the educational program for visually handicapped pupils, particularly relative to the degree of vision and level of intellectual functioning. 35 elementary, 34 junior high/

middle, and 36 secondary school teachers participated in this Phase of the study.

The results of the first phase indicated a general high level of satisfaction of the teachers with the three N.S.S.E. instruments for assessing what visually handicapped pupils should be gaining from their regular school experiences. The results of Phase II showed that in general most curricular areas were appropriate for both pupils with no vision and those with some useful vision. Except for the severely retarded in intellectual functioning, most curricular areas were indicated as being appropriate for all intellectual levels but the greater the degree of retardation, the later in the school program the area would be introduced.

On the basis of findings from the two phases, a self-study and evaluation guide for day school programs was developed. The Guide includes the following sections:

Section A: Instructions

Section B: Philosophy and Objectives

Section C: Program and Community Profile

Section D: The Plan for Learning Experiences

Section E: Instructional Areas Offered to All Pupils

Section F: Special Instructional Areas and Techniques

Section G: Nonacademic Areas

Section H: Evaluation Summary 33

The Guide was designed to be used in conjunction with the three level instruments published by N.S.S.E. either as an instrument employed by residential schools conducting a program for day schools in their local, state or regional school districts when seeking accreditation from NAC; or as an independent instrument with or without provisions for external evaluation when used by teachers and administrators to evaluate their program for visually handicapped pupils.

Appendix A

Preliminary Activities: Instrument

Survey Form

ASSOCIATION FOR EDUCATION OF THE VISUALLY HANDICAPPED
STANDARDS COMMITTEE

Survey Form

Subject Area . . . . . .

Submitter . . . . . .

Number of Responders . . . . . .

Approx. Chrono. Age	Useful Vision				No Useful Vision			
	Intellectual Functioning				Intellectual Functioning			
	Normal	Mild Retard.	Moderate Retard.	Severe Retard.	Normal	Mild Retard.	Moderate Retard.	Severe Retard.
0-3 yrs.								
3 - 6								
6 - 10								
10 - 15								
15 +								

Comments: (include exceptions, explanations, rationale, etc.)

Appendix B

Phase I: Instruments

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Phase I

The purpose of Phase I is to review each of the three guides: Elementary School Evaluative Criteria; Evaluative Criteria: Junior High School/Middle School; and Secondary School Evaluative Criteria: Narrative Edition. This activity is based on the assumption that school programs for visually handicapped students should encompass the full range of experiences provided for normal children. It is possible, however, that some curricular areas may not be appropriate. The intent of this phase is to identify such areas. These three guides are used in various parts of the United States for the self-study and on-site team review of a school seeking accreditation from one of the regional accrediting bodies. They were, of course, developed for regular school programs. Our objective is to determine their usefulness when applied to programs for the visually handicapped.

Teachers at each level should review the appropriate guide and as a group complete the Reaction Form for that guide. Please note that there are three separate forms; one for each level. It is not necessary to read the first section in each guide entitled Manual. A space for comments is provided in various places on the Reaction Form. We especially urge you to use this space to give us feedback.

Selected parts of some sections in the guides are not included on the Reaction Form for Phase I. These are "Evaluation", "Plans for Improvement", and "Current Status Scale". These areas are omitted because they are most relevant to the self-study process. Page references for the portions of sections that are to be evaluated are indicated in parentheses. For the sections of the guide which are indicated on the Reaction Form, teachers should decide whether the information requested will contribute to a meaningful evaluation of the total educational program for visually handicapped pupils and whether additional material should be included.

When the Reactions Forms for Phase I have been completed, teachers should go on to Phase II.

PHASE I: REACTION FORM

ELEMENTARY SCHOOL EVALUATIVE CRITERIA

School District_____ No. of teachers responding _____

Instructions: For each section, you are asked to identify what is not appropriate or useful in assessing programs for the visually handicapped and what should be added. The material contained in the Evaluative Criteria and these additions or "unique" areas may not necessarily be included in your local district program, but we ask that you mention what should be included in an ideal program. You need to evaluate only the portions of the guide indicated by the page numbers in parentheses for each section on the following pages.
Note: This form should be completed by teachers, as a group, working with this grade level.

SECTION B: SCHOOL AND COMMUNITY (Pages 19-36)

The information requested on the forms and by the questions on the following pages is necessary in assessing programs for the visually handicapped:

Part I. The Students in the School

A. Student Enrollment, page 20: Yes___No___. If no, please explain.

B. Stability of Student Population, page 21: Yes___No___. If no, please explain.

C. Age-Grade Distribution, page 22: Yes___No___. If no, please explain.

D. Mental Ability, page 23: Yes___No___. If no, please explain.

E. Basic Tests, page 24: Yes___No___. If no, please explain.

F. Withdrawals, page 25: Yes___No___. If no, please explain.

G. Pupil Characteristics, page 26: Yes___No___. If no, please explain.

H. Information Regarding Parents of Children Who Attend This School, page 24: Yes___No___. If no, please explain.

Part II. The School District

A. Population and Enrollment Data, page 28: Yes___No___.

B. Financial Resources and Budgeting, page 29: Yes___No___.

C. Government and Foundation-Supported Programs, page 30: Yes___No___.

Part III. The Community, pages 32-36: Yes___No___.

The following additional information should be provided:

Comments:

SECTION C: PHILOSOPHY, OBJECTIVES, AND COMMITMENTS (Pages 39-40)

B. Guiding Principles for a Statement of Philosophy, pages 39-40.

The items are appropriate. Yes___No___. If no, please explain.

Additional items that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

C. Guiding Principles for a Statement of Objectives, page 40.

The items are appropriate. Yes___No___. If no, please explain.

Additional items that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

SECTION D: DESIGN FOR LEARNING (Pages 47-52)

I. Principles, pages 47-48.

The principles are appropriate. Yes___No___. If no, please explain.

Additional principles that should be included are:

Comments:

II. Nature of the Design for Learning, pages 48-52.

The information requested is appropriate. Yes___No___. If no, please explain.

Additional information that should be included:

Comments:

SECTION E: AREAS OF LEARNING (Pages 57-64)

Note: A separate Section E is to be completed for each area of learning. Teachers may wish to delay responding to this section until after Phase II is completed on the Survey Forms.

Please list areas of learning listed on page 57 which need not be included in assessing educational programs for the visually handicapped:

The following areas should be added:
(Note: These will be elaborated during Phase II)

I. Principles, pages 59-60.

The principles are appropriate for both regular and "unique" areas. Yes___No___. If no, please explain.

Additional principles are:

Comments:

II. Nature of the Area of Learning, pages 60-64.

The items are appropriate for both regular and "unique" areas. Yes___No___. If no, please explain.

Additional principles are:

Comments:

SECTION F: SCHOOL STAFF AND ADMINISTRATION (Pages 71-92)

Administration, pages 71-77.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Instruotional Staff, pages 81-85.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

The Auxiliary Staff, pages 89-92.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION H: LEARNING MEDIA SERVICES (Pages 103-109)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION I: PUPIL SERVICES (Pages 115-140)

Guidance Services, pages 115-119.

This section is appropriate. Yes__No___. If no, please explain.

The following should be added:

Comments:

Health Services, pages 122-125.

This section is appropriate. Yes__No___. If no, please explain.

The following should be added:

Comments:

Educational Services for Exceptional Children, pages 129-132.

An evaluation of this section is not strictly a part of this project. We would, however, appreciate your critique of it.

Other Services: Food and Transportation, pages 135-140.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION J: SCHOOL PLANT AND FACILITIES (Pages 143-150)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Any additional comments about this guide and/or the project.

THANK YOU.

Please return to:

Geraldine T. Scholl
2024 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

PHASE I: REACTION FORM

JUNIOR HIGH/MIDDLE SCHOOL EVALUATIVE CRITERIA

School District_____ No. of teachers responding _____

Instructions: For each section, you are asked to identify what is not appropriate or useful in assessing programs for the visually handicapped and what should be added. The material contained in the Evaluative Criteria and these additions or "unique" areas may not necessarily be included in your local district program, but we ask that you mention what should be included in an ideal program. You need to evaluate only the portions of the guide indicated by the page numbers in parentheses for each section on the following pages.
Note: This form should be completed by teachers, as a group, working with this grade level.

SECTION II: SCHOOL AND COMMUNITY (Pages 23-36)

The information requested on the forms and by the questions on the following pages is necessary in assessing programs for the visually handicapped:

Part I. The Students in the School

A. Student Enrollment, page 24: Yes___No___. If no, please explain.

B. Stability of Student Population, page 25: Yes___No___. If no, please explain.

C. Age-Grade Distribution, page 26: Yes___No___. If no, please explain.

D. Mental Ability, page 27: Yes___No___. If no, please explain.

E. Reading Levels, page 28: Yes___No___. If no, please explain.

F. Withdrawals, page 29: Yes___No___. If no, please explain.

G. Student Characteristics, page 30: Yes___No___. If no, please explain.

H. Information Regarding Parents of Students Who Attend This School, page 31: Yes___No___. If no, please explain.

Part II. The School District

A. Population and Enrollment Data, page 32: Yes___No___.

B. Financial Resources and Budgeting, page 32: Yes___No___.

C. Government and Foundation-Supported Programs, page 33: Yes___No___.

Part III. The Community, pages 34-36: Yes___No___.

The following additional information should be provided:

Comments:

SECTION III: PHILOSOPHY AND OBJECTIVES (Page 39)

Philosophy, page 39.

The guiding principles are appropriate. Yes___No___.
If no, please explain.

Additional principles that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

Objectives, page 39.

The guiding principles are appropriate. Yes___No___.

Additional principles that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

SECTION IV: MAJOR EDUCATIONAL COMMITMENTS (Pages 47-49)

The premises and information requested are appropriate: Yes___No___. If no, please explain.

Additional items that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared: Yes___No___.

Comments:

SECTION V: DESIGN OF CURRICULUM (Pages 55-57)

Part I. Principles and Premises, page 55.

The premises are appropriate. Yes___No.___
If no, please explain.

Additional premises that should be included are:

Comments:

Part II. Nature of the program, pages 56-57.

The information requested is appropriate. Yes___No.
If no, please explain.

Additional information that should be included:

Comments:

SECTION VI: SUBJECT AREAS (Pages 63-68)

Note: This section would be used to assess all areas of the curriculum including the special areas for the visually handicapped. Teachers may wish to delay responding to this section until Phase II, the second half of the evaluation process, is completed on the Survey Forms.

This section is appropriate to assess the special areas needed in educational programs for visually handicapped pupils: Yes___No___. If no, please explain.

The following additional materials should be included:

Comments:

SECTION VII: STUDENT ACTIVITIES PROGRAM (Pages 75-86)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION VIII: LEARNING MEDIA SERVICES (Pages 91-94)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION IX: STUDENT SERVICES (Pages 99-119)

Guidance Services, pages 99-103.

This section is appropriate. Yes___No ___. If no, please explain.

The following should be added:

Comments:

Health Services, pages 107-109.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Special Education Services, pages 112-114.

An evaluation of this section is not strictly a part of this project. We would, however, appreciate your critique of it.

Other Services: Food & Transportation, pages 116-119.

This section is appropriate. Yes__No___. If no, please explain.

The following should be added:

Comments:

SECTION X: SCHOOL STAFF AND ADMINISTRATION (Pages 123-141)

Administration, pages 123-127.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Instructional Staff, pages 130-136.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

The Auxiliary Staff, pages 139-141.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION XI: SCHOOL PLANT AND FACILITIES (Pages 147-150)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Any additional comments about this guide and/or the project:

THANK YOU.

Please return to:

Geraldine T. Scholl
2024 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

PHASE I: REACTION FORM

SECONDARY SCHOOL EVALUATIVE CRITERIA
Narrative Edition

School District_____ No. of teachers responding _____

Instructions: For each section, you are asked to identify what is not appropriate or useful in assessing programs for the visually handicapped and what should be added. The material contained in the Evaluative Criteria and these additions or "unique" areas may not necessarily be included in your local district program, but we ask that you mention what should be included in an ideal program. You need to evaluate only the portions of the guide indicated by the page numbers in parentheses for each section or the following pages.
Note: This form should be completed by teachers, as a group, working with this grade level.

SECTION N: SCHOOL AND COMMUNITY (Pages 16-36)

The information requested on the forms and by the questions on the following pages is necessary in assessing programs for the visually handicapped:

Part I. The Students in the School

A. Student Enrollment, page 16: Yes___No___. If no, please explain.

B. Stability of Student Population, page 17: Yes___No___. If no, please explain.

C. Age-Grade Distribution, page 17: Yes___No___. If no, please explain.

D. Mental Ability, page 18: Yes___No___. If no, please explain.

E. Basic Tests, page 19: Yes___No___. If no, please explain.

F. Student Characteristics, page 20: Yes___No___. If no, please explain.

G. Ethnic Characteristics of Student Body, page 21: Yes___No___. If no, please explain.

H. Education Intentions, page 22: Yes___No___. If no, please explain.

J. Withdrawals, page 24: Yes___No___. If no, please explain.

K. Information regarding Students' Parents, page 26: Yes___No___. If no, please explain.

Part II. The School District

A. Population and Enrollment Data, page 27: Yes___No___.

B. Financial Resources and Budgeting, page 27: Yes___No___.

C. Government and Foundation-Supported Programs, page 28: Yes___No___.

Part III. The Community, pages 29-33: Yes___No___.

The following additional information should be provided:

Comments:

Part IV. Climate of the School and Community, pages 34-36: Yes___No___.

The following additional information should be provided:

Comments:

SECTION O: PHILOSOPHY, OBJECTIVES AND PRIORITIES (Pages 39-40)

Philosophy, page 39

The guiding principles are appropriate. Yes___No___.
If no, please explain.

Additional principles that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

Objectives, pages 39-40

The guiding principles are appropriate. Yes___No___.

Additional principles that should be included are:

A separate statement directly related to programs for the visually handicapped should be prepared. Yes___No___.

Comments:

SECTION P: DESIGN OF CURRICULUM (Pages 51-56)

I. Principles, pages 51-52

The principles are appropriate. Yes___No___. If no, please explain.

Additional principles that should be included:

Comments:

II. Nature of the Program,pages 52-56

The information requested is appropriate. Yes___No___. If no, please explain.

Additional information that should be included:

Comments:

SECTION Q: INSTRUCTIONAL AREAS (Pages 63-69)

Note: This section would be used to assess all areas of the curriculum including the special areas for the visually handicapped. Teachers may wish to delay responding to this section until Phase II, the second half of the evaluation process, is completed on the Survey Forms.

This section is appropriate to assess the special areas needed in educational programs for visually handicapped pupils. Yes___No___. If no, please explain.

The following additional materials should be included:

Comments:

SECTION S: SCHOOL STAFF AND ADMINISTRATION (Pages 79-102)

Administration, pages 79-87.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Instructional Staff, pages 92-95.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

The Auxiliary Staff, pages 99-102.

This section is appropriate. Yes__No___. If no, please explain.

The following should be added:

Comments:

SECTION T: LEARNING MEDIA SERVICES (Pages 107-113)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION U: STUDENT PERSONNEL SERVICES (Pages 119-151)

Guidance Services, pages 119-126.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Health Services, pages 130-134.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Special Education Services, pages 138-142.

An evaluation of this section is not strictly a part of this project. We would, however, appreciate your critique of it.

Other Services: Food & Transportation, pages 146-151.

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION V: STUDENT ACTIVITIES PROGRAM (Pages 155-168)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

SECTION W: SCHOOL PLANT AND FACILITIES (Pages 175-183)

This section is appropriate. Yes___No___. If no, please explain.

The following should be added:

Comments:

Any additional comments about this guide and/or the project:

THANK YOU.

Please return to:

Geraldine T. Scholl
2024 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

Appendix C

Phase II Instruments

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Phase II

The purpose of this phase of the project is to identify the "unique" instructional areas that should be included in programs for the visually handicapped. We would like to arrive at a general consensus of opinion about which areas are appropriate for each particular group according to chronological age, degree of vision, and intellectual level.

Teachers, as a group representing each age level, should first consider the additional instructional areas printed on each Survey Form. These subject areas are the result of a pilot survey which was conducted in several school districts and represent a compilation of the unique curriculum items. A list of these items is attached.

We have arbitrarily grouped the curricular items suggested by teachers in the pilot survey because some of them did not, in fact, appear to be relevant for VH students only. Please give your reaction to these areas and then add any subject areas which you feel have been missed on the blank Survey Form.

In each box on the Survey Form put the number of teachers who believe the designated subject area should be part of an ideal VH day school program. As shown on the example, five elementary school teachers are responding to the subject area "abacus"; three of the five feel it should be taught to Mildly Retarded first graders. As shown in the illustration, a three would be placed in that box. Do not consider what is current practice in your district; what we are seeking is what teachers consider is appropriate for the ideal school program.

A separate form is enclosed for each subject area. Please use the reverse side of the form for any comments, reactions, etc., you would like to make about that area. We urge you to use this section freely.

Finally, we would like you to circle one or more of the five statements at the bottom of the page which are applicable to the subject area. You may circle more than one.

From the result of this project we will prepare an instrument which can be used in assessing VH day school programs. It is our intent to circulate this to those of you who participated in this project for your reactions prior to final distribution.

Elementary School Curriculum

Subject Area _____ School District _____

No. of Teachers Responding _____

Grade Level	Useful Vision				No Useful Vision			
	Intellectual Functioning				Intellectual Functioning			
	Normal	Mild Retard.	Moderate Retard.	Severe Retard.	Normal	Mild Retard.	Moderate Retard.	Severe Retard.
1								
2								
3								
4								
5								
6								

1. Instead of a regular curriculum area.
2. In addition to a regular curriculum area but within the school day.
3. Outside regular school hours and curriculum.
4. Offered by the Visually Handicapped teachers.
5. Offered by regular classroom teachers in integrated classroom.

Junior High/Middle School Curriculum

Subject Area _____ School District _____

No. of Teachers Responding _____

Grades Included in this School	Useful Vision				No Useful Vision			
	Intellectual Functioning				Intellectual Functioning			
	Normal	Mild Retard.	Moderate Retard.	Severe Retard.	Normal	Mild Retard.	Moderate Retard.	Severe Retard.
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								

1. Instead of a regular curriculum area.
2. In addition to a regular curriculum area but within the school day.
3. Outside regular school hours and curriculum.
4. Offered by the Visually Handicapped teachers.
5. Offered by regular classroom teachers in integrated classroom.

Secondary School Curriculum

Subject Area _____ School District _____

No. of Teachers Responding _____

Grades Included in this School	Useful Vision				No Useful Vision			
	Intellectual Functioning				Intellectual Functioning			
	Normal	Mild Retard.	Moderate Retard.	Severe Retard.	Normal	Mild Retard.	Moderate Retard.	Severe Retard.
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								
Grade Level ___								

1. Instead of a regular curriculum area.
2. In addition to a regular curriculum area but within the school day.
3. Outside regular school hours and curriculum.
4. Offered by the Visually Handicapped teachers.
5. Offered by regular classroom teachers in integrated classroom.

Appendix D

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THE UNIVERSITY OF MICHIGAN
Special Education
School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48109

December 22, 1976

The Standards Committee of the Association for the Education of the Visually Handicapped has been concerned during the past year with the development of standards and means of assessing them for day school programs for visually handicapped children at all grade levels. The project is described in the AEVH journal Education of the Visually Handicapped, Fall 1976 issue. I have been appointed as a special consultant to the Committee for the implementation of this project.

Through a small grant from the National Study of School Evaluation, we are now ready to get underway. In order to obtain input from the field about what is special in the education of visually handicapped children in day school programs over and above what is needed for normal children, we plan to have teachers from eight programs in different parts of the country review the three documents currently published by the National Study of School Evaluation. These are Elementary School Evaluative Criteria, Junior High School-Middle School Evaluative Criteria and Secondary School Evaluative Criteria: Narrative Edition. The purpose of this review is to determine whether these documents are basically appropriate in reviewing programs for the visually handicapped and to identify those aspects of the programs not included in these documents which need to be. The outcome of the project will be a booklet which would accompany one or more of the above mentioned documents in order to assess the quality of day school programs.

Your name was suggested at a recent meeting of the Standards Committee as being interested and in a position to secure input from groups of teachers who would be knowledgeable and sufficiently interested to engage in this time-consuming but very worthwhile task. We would like all the teachers in your program involved, regardless of how small that number may be. We will send you a copy of each of the three documents mentioned above. The teachers should be divided into groups according to the age level they teach. They should review the appropriate document and complete a questionnaire, which we have developed for this purpose, as a group. Then we want the teachers to discuss what additional curricular areas should be included in a comprehensive program for

visually handicapped children. For each area the teachers will complete the form reproduced in the AEVH article mentioned above. We will send forms and instructions.

Unfortunately the only incentive we can offer for this project is the satisfaction that the teachers will gain from having input into a very important aspect of program evaluation for visually handicapped children. We all know that classes vary in quality and many times visually handicapped children are not receiving the "extras" they need in order to become successful and self-sufficient adults. This project hopefully will result in the formulation of guidelines that can be used by day school programs for the purpose of determining their comprehensiveness and quality.

In order to meet our project deadlines it will be necessary for this work to be accomplished during the month of January with reports submitted to us no later that February 15th. In March, The American Foundation for the Blind is sponsoring a nation-wide work group which will review these materials which you submit to us. Out of this session will come the guide which we hope will be useful to the field.

I would appreciate your letting me know as soon as possible whether your program will be able to participate in this undertaking. As soon as I hear from you I will send you the guides and the questionnaires to be completed. It should take no longer than two or three meetings of teachers and may be a good form of in-service training for your staff members.

We deeply appreciate your attention to this request and hope that we can rely on you to help us in this very worthwhile project.

Sincerely yours,

Geraldine T. Scholl

Geraldine T. Scholl
Professor of Education

GTS:njw

Instructions for Day School Standards and Evaluation Project Introduction

The objective of this project is to develop a guide which can be used to measure the comprehensiveness and effectiveness of day school programs for visually handicapped children and youth. The procedure involves two phases: first, assess to what extent existing guides used in the evaluation of regular schools are appropriate for day school programs for visually handicapped students, and second, identify what needs to be added, i.e., the "unique" instructional areas for visually handicapped students.

We recommend that teachers be divided into three groups according to the age range(s) they teach: elementary, middle or junior high, and secondary. If teachers serve more than one of these three levels, we suggest they review all the guides appropriate for their grade levels. After reviewing the guide(s) independently, we suggest the teachers complete the instruments as a group.

An alternate procedure might be for teachers to review the material in a group; this may, however, be more time consuming.

Participation in this undertaking may serve as an incentive to examine critically both what the school offers visually handicapped pupils as a result of their mainstreaming and to identify what additional instructional areas are necessary for the visually handicapped students' educational experience. Teachers should focus on what is the ideal rather than what is current practice in their particular school district and/or program.

Appendix E

Page

Suggested Curricular Areas 87

Suggested Curricular Items

Abacus

Braille
-skills
-readiness

Optacon Training

Auditory Aids Training

Phys. Ed.
-gross to fine motor
-movement
-rhythm & games

Vocational Training

O & M
-safety awareness

Typing

Visual efficiency training

Sensory Awareness Training

Map Reading

Reference Material Skills

Concept Development
-spatial relations
-categorization
-identification

Leisure Time Activities - Recreation

Human Sexuality

Social Skills

Daily Living Skills

Communication Skills
-speech
-handwriting

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L. Hapeman. "Reservations about the Effect of P.L. 94-142 on the Education of Visually Handicapped Children." Education of the Visually Handicapped (Summer 1977) IX: 33-36.

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